

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kelly Voliva

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Brook Forest Elementary School

(As it should appear in the official records)

School Mailing Address 60 Regent Drive

(If address is P.O. Box, also include street address.)

City Oak Brook State IL Zip Code+4 (9 digits total) 60523-1729

County DuPage County State School Code Number* _____

Telephone 630-325-6888 Fax 630-325-8452

Web site/URL http://www.butler53.com E-mail kvoliva@butler53.com

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Heidi Wennstrom E-mail: hwennstrom@butler53.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Butler School District 53 Tel. 630-573-2887

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Alan Hanzlik
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	17	34
1	24	24	48
2	22	22	44
3	26	39	65
4	28	21	49
5	29	26	55
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	146	149	295

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 39 % Asian
 - 2 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 49 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	283
(5) Total transferred students in row (3) divided by total students in row (4)	0.039
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 4 %
13 Total number ELL
 Number of non-English languages represented: 7
 Specify non-English languages: Arabic, Urdu, Gujarati, Mandarin, Telugu, Spanish, Italian
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 2

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 11 %
34 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6 Autism	0 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	8 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	6 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

It embraces you the minute you walk through the glass doors. A feeling, a sense, an unmistakable energy which permeates the entire building. Our cheerful school secretary waves and handles the early morning rush of forgotten lunches and missing field trip forms with ease. A muffled chorus of melodies spill into the hallway thanks to the focused work of the fifth-grade Beginning Band. The yellow-belted Student Patrol members direct the students safely and efficiently to the communal gathering spot, the Pod. All age groups of students and teachers congregate in anticipation of another ideal opportunity to learn something new. The classrooms radiating from the Pod host a myriad of extra-curricular clubs including Dissection Club, Chess Club, Language Stars, Computer Club, and Art Studio. Nearby, the doors of our Learning Media Center, the LMC, swing freely inviting eager students to partake in a bustling literary atmosphere. As the first bell sounds, students slowly scatter in all directions respectfully, responsibly and ready to embark on a new adventure at Brook Forest Elementary School. It is 8:30 a.m., and our mission, “to provide the best educational opportunities for each student to achieve academic excellence, to develop the curiosity for life-long learning, and to demonstrate personal and social integrity” resonates clearly before the school day even begins.

Brook Forest Elementary, a public school, proudly houses 302 students from kindergarten through fifth grade representing five ethnic groups. Butler School District 53 has called Oak Brook, Illinois, a western suburb of Chicago, our home since 1947. The relatively small, but well-established district consists of only two schools which promotes a unique family atmosphere among the staff, students, parents and community. Rich in cultural diversity, the community migrates to the small-school feel of District 53 drawn by the vision that “education is a partnership in a journey of excellence preparing children to learn and succeed in an evolving world.”

Our school’s successes and numerous awards can be attributed to several sources. First, our high-achieving students consistently strive to better themselves academically, culturally, physically, and socially inside and outside the classroom. They participate in math, vocabulary, spelling, and geography contests, experiment at the Science Fair, rehearse for school musicals and choirs, build endurance during Mileage Club, and serve and support the Student Council. Second, our well-educated and involved parents encourage their children to reach personal bests on a daily basis. The community members who serve on the Board of Education guide our schools through the challenges of a changing world and provide a wealth of resources to empower our students to soar beyond established standards. Our generous PTO sponsors annual book fairs and bake sales, finances field trips and cultural assemblies, as well as undertakes large scale projects like remodeling our Science Lab. Finally, our committed staff provides enriching and engaging educational experiences to propel our students to new heights every day. It is a child-centered approach which not only looks at the whole child, but aims to make memories to last well beyond their years as Brook Forest Dolphins. When all three groups converge as one cohesive unit, it is no wonder that Brook Forest has received numerous awards including the Bright Red Apple Award, the School Search Bright A+ Award and Chicago Magazine’s “Number One Ranking.”

Overall, what makes our school worthy of National Blue Ribbon Status is not necessarily measured with accolades. It is something that is tangible across all the grade levels from kindergarten straight up to the fifth grade. It lies within the children of our school. The tentative, but confident, steps of the kindergarteners as they cross the bridge to first grade. The pride the first graders exhibit when reciting the Pledge of Allegiance over the PA system for the entire school to hear. The enthusiasm of the second grade as they research, present, and display their first project on the habitats of animals. The marvel of the third grade as they experience the Ellis Island reenactment. The smiles on the faces of the fourth grade as they dress up for the Biography Parade. The sleepy-eyed travelers of the fifth grade as they return from the annual Springfield trip. It is the buzz on the first day of school as the new academic year is upon us. It is the laughter and excitement which accompanies the grand Halloween Parade complete with a paparazzi of parents and family members. It is found in the energy of A.C.E.S. and the spirit of competition on Olympic Day. It is present in the community-wide Exploremore Day extravaganza. It echoes in the quiet moments of

all-school traveling D.E.A.R. and in the ruckus of school-wide PBIS Bingo celebrations. It is evident every day. It is palpable. It is Brook Forest.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Brook Forest School has a strong tradition of academic excellence. From year to year, our students strive for higher performance in every area. Their performance on standardized assessments is no exception. We have been awarded the Bright Red Apple Award and the School Search Bright A+ Award based on our outstanding achievement for the past five years. Furthermore, in September 2012, Brook Forest School earned the distinction of “number one public school” by Chicago Magazine, directly following the announcement of our 99.7% overall performance on our state assessment. We are honored to be among the best elementary schools in the state of Illinois.

At the state level, all students in grades three through five participate in the Illinois State Achievement Test (ISAT). This criterion-referenced test, correlates directly to the Illinois Learning Standards. Recently, the state has significantly altered the content of the test to begin alignment with the Common Core State Standards (CCSS). Student achievement on the ISAT is measured against four graduated benchmarks based on overall composite scores including “Exceeds State Standards,” “Meets State Standards,” “Below State Standards,” and “Academic Warning.” The Mathematics and Reading ISATs are administered at all grades levels, while fourth- grade students take an additional Science ISAT. Students demonstrate proficiency on basic skills and content knowledge while applying critical thinking and problem-solving strategies.

At first glance, our ISAT data varies minimally; however, closer examination demonstrates an outstanding trend. In 2008-09, 97.7% of our students met or exceeded state standards. This percentage grew each year reaching an all-time high in 2011-12 when 99.7% of our students met or exceeded standards. The most impressive part of this trend was the number of students exceeding state standards grew each year. During the 2012-13 school year, Illinois implemented a change of cut scores in the Mathematics and Reading ISATs in preparation for the rigor and expectation of our upcoming participation in the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. Even with the change, Brook Forest School still had a remarkable performance with 94.4% of our students meeting or exceeding state standards. With the exception of fourth-grade reading scores in 2012-13, the examination of scores over a five-year data cycle indicates performance well over 90% for each grade-level cohort in both mathematics and reading. Even with the change, there were cohorts achieving 100% in the “Meets or Exceeds” categories such as our fifth graders in 2012-13. Furthermore, it is important to recognize our strong performance trends include participation rates at or near 100% each year.

An examination of subgroup data suggests positive trends, particularly for our students with disabilities. In 2008-09, 88% of our students with disabilities met or exceeded standards in reading compared to 94% in 2011-12. A similar trend was noted in the “Exceeds” category with 31% exceeding standards in 2008-09 compared to 64% in 2011-12. This subgroup increased from 92% meeting or exceeding standards in math in 2008-2009 to an astonishing 100% in 2011-12. The “Exceeds” category also grew for students with disabilities from 45% in 2008-09 to 64% in 2011-12. In most cases, as a school’s achievement for students with special education needs increase, the overall percent of students identified for special education services also increases. Our school’s trend suggests the reverse. In 2008-09 we had just over 11% of our students receiving special education services school-wide. Over the past four years, we have reached an all-time low with approximately 10% of our students receiving special education services in the current school year.

Our other two reported subgroups, White and Asian students, demonstrated similar trends in our overall school performance. Excluding the 2012-13 school year, both subgroups showed significant improvements over the five-year data period in the “Exceeds” category. Our White students went from 57% exceeding standards in reading during the 2008-09 school year to 75% exceeding in 2011-12. Likewise, our Asian students demonstrated growth in reading moving from 72% exceeding standards in 2008-09 to 91% exceeding in 2011-12. Furthermore, our Asian subgroup demonstrated remarkable growth in the mathematics ISAT increasing from 62% in 2008-09 to 96% in 2011-12. It is noteworthy in the last five-year period no Brook Forest student scored in the “Academic Warning” category.

In addition to our early spring state assessment, all students in second through fifth grade participate in the Iowa Test of Basic Skills (ITBS) in the fall. These norm-referenced, standardized tests allow us to compare the achievement of our students against National, Suburban, and Independent Norms. The ITBS assesses our students in a number of different areas that provide overall reading and math composite scores. These composite scores are converted into standard scores and percentile ranks. Detailed score reports include information about individual students and overall performance trends for each cohort. An analysis of the data over the five-year period suggests that 64% of our students met or exceeded expected growth in reading and 81% of our students met or exceeded expected growth in math. On average, overall analysis of cohort percentile ranks suggest our students perform at the 79th percentile or higher on reading and at the 86th percentile or higher on math measures. We are proud of our academic accomplishments and constantly strive to use data to make a meaningful impact on our instructional decisions.

2. Using Assessment Results:

While student performance data can itself be telling, it is clearly the interpretation of the data that holds promise for improved student achievement. At Brook Forest School, we use a variety of different types of assessment data to inform our instructional decisions and measure the progress of our students. Student data is analyzed at the individual, cohort, school, and district level several times throughout the school year in a systematic manner and shared with our different stakeholder groups. Regardless the group, we hold dear the use of data to make meaningful decisions regarding curriculum and instruction.

For the purpose of analyzing our core curriculum, our administrative team analyzes our district-wide data (ITBS) and state accountability data (ISAT) to determine district, school, and cohort trends. Through this analysis we determine if there is a need to adjust our curriculum and address our instructional practices. Once analyzed, this information is shared with teachers at building level faculty meetings, parents at PTO meetings, and the community at Board of Education meetings. After allowing time for stakeholder groups to react to this data, we begin our collaborative work of setting goals to improve or adjust our curriculum and instruction. In the past year, we adjusted our math curriculum after reviewing exceptionally high performance from our fifth-grade cohort. This is one of the many examples of how we use our district and school-wide data to guide curricular decisions.

Three times per year, our school engages in grade level meetings to review individual student data and examine cohort data for the purpose of monitoring student progress and response to our instruction. Analysis of the data determines if there is a need to develop instructional plans for students requiring specific intervention or enrichment. Teams are comprised of homeroom teachers, various specialists, and the building principal. Although each person plays a different role in supporting our students, we share the common goal of meeting their individual needs. The assessment data analyzed during our Universal Data Review (UDR) meetings includes progress-monitoring data (AIMSWeb), benchmark data (Fountas & Pinnell Reading Inventory), and classroom data directly related to the curriculum. Through this collaborative process, we identify different methodologies and specific interventions to be used for targeted instruction. Our instructional plans also include the person(s) responsible for delivering the instruction, duration of the instruction, and progress monitoring necessary to determine student growth.

Communication with parents is at the cornerstone of everything we do at Brook Forest. This is especially true when it comes to sharing assessment data. District-wide and accountability data is shared with parents as soon as it is available. Individual reports are sent home, including guidance documents to help explain a child's performance. Curriculum-based and benchmark assessment data is also shared with parents. This is typically provided at our parent-teacher conferences or at other mutually agreed upon times (in person) so we can provide explanation and gather valuable feedback from parents. We recognize strong collaboration between home and school has the greatest impact on student achievement.

3. Sharing Lessons Learned:

Although Brook Forest Elementary School belongs to a two-school district, we are fortunate to partake in the larger DuPage Regional Office of Education. Through this venue, our educators attend workshops and

seminars to pursue and share effective best practices in instruction. In April 2010, a Butler 53 team presented at the DuPage County RtI Showcase to educators from surrounding districts. We shared our approach about RtI leadership, streamlined universal screening practices, and data meetings. The team provided examples of the K-5 RtI Instructional Planning Form utilized by each grade level in their data-based decision-making which guides our multi-tiered delivery model.

In the 2012-13, members of the Brook Forest staff formed an Evaluation Committee to review and orchestrate the Danielson Framework for Butler 53. In conjunction with neighboring districts, our team examined different evaluation frameworks and molded an evaluation tool to align with our Butler 53 mission. The team then reciprocated this model with other districts.

Vertical articulation meetings within the district provide an outstanding opportunity for teachers to learn from each other and present practical solutions to common instructional issues. Brook Forest has many unique facets. Sharing our challenges enables us to pursue our goal of continuous student growth.

Our teachers are also a key factor in our shared school success. In January 2010, our staff collectively decided to revise the K-5 report card. The old reporting method did not accurately portray the 21st century learner, address newly-adopted CCSS, or incorporate student effort and PBIS expectations. Teachers created a meaningful vehicle to communicate and reflect academic performance and learning behaviors. In addition, the committee developed rubrics to delineate a 4-point rating system for each standard in order to evaluate individual students. In 2012, to heighten parent awareness, a team of teachers presented a master blueprint of the revised report card to help them navigate through the new elements.

Brook Forest staff collaborates with local community programs and organizations to utilize experts in support of school curricula including the local park district, police department, library, village board, and LaGrange Area Department of Special Education (LADSE). Globally, our LMC director opens up his classroom to worldwide experiences through Skype and brings world-renowned authors to our school to share their love of literacy. The teachers firmly believe in transparency; therefore, presentations are often given to inform students, parents, and community members of new initiatives.

4. Engaging Families and Community:

Brook Forest School prides itself on being a family-centered school. The level of engagement between families and schools is superior. We hosted "Good Morning, Brook Forest" in the fall. Parents, grandparents and community members were invited to visit the school before the morning bell rang. Students proudly led their guests through various areas of the school and discussed their school routines. Over 90% of our families attended this event. Later in the fall, teachers welcomed parents for Parent Visitation Day where they observed the children in the school environment.

Our Parent Teacher Organization (PTO) works in partnership with the school staff. At every PTO meeting, a teacher representative serves as a liaison between the two groups. The PTO supports the curriculum by sponsoring field trips, assemblies and the annual Brook Forest Book Fair. The school works very closely with the PTO for our annual Exploremore Day. This day is set aside for students to participate in classes not offered within the regular school curriculum. These classes taught by staff, parents, grandparents, alumni and community leaders include CSI: Brook Forest taught by officers of the Oak Brook Police Department and River Wild (canoeing) taught by several staff members and a Village Trustee.

Butler District 53 has a District Leadership Team (DLT) comprised of members of the staff, administration, Board of Education and PTO. This group brings together representatives from all stakeholders to stimulate and promote continued growth in school improvement through collaboration. The DLT investigates new and innovative programs congruent to the goals of the district and provides input regarding school initiatives. Just recently, the PTO brought up a concern for additional time for parent/teacher conferences. Through a collaborative effort, additional time was found to meet the needs of the teachers and parents. Oak Brook parents expressed interest in a full-day kindergarten program. The school responded by creating a plan to set this in motion. We are excited to welcome our first ever full-day kindergarten class this August!

Staff members regularly invite input from parents and community through presentations at forums such as Back-to-School Night, Curriculum Night, Board of Education, and PTO meetings. Parents, in recent years, have learned to be an active participant in kindergarten reading readiness, to discuss the new Common Core State Standards-based report card, and to support our efforts in differentiation of primary mathematics. This past fall, parents and staff collaboratively developed an Instructional Blueprint that will guide Brook Forest's improvement of instruction for years to come.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Brook Forest's curriculum is multi-faceted. It offers challenges, promotes student growth, and engages and adapts to meet the needs of all children. The core curriculum calls for high standards while empowering students to take charge of their own learning. Our approach focuses on the whole child providing the encouragement and support necessary to succeed as a 21st century learner.

The concentrated time allocated to literacy at Brook Forest reflects the critical foundation we strive to build. Students progress from learning to read to the concept of reading to learn. The journey begins with phonemic awareness and phonics, adds in vocabulary and spelling, and steadily incorporates comprehension skills and strategies. Students are introduced to a healthy balance of fiction and non-fiction selections as well as novel studies. From the beginning, students experience writing across all modes and recognize the importance of editing and adherence to the rules of grammar.

Math provides numerous opportunities to our students. Differentiation is highlighted throughout the grades with guided math groups and multiple levels beginning in first grade. This year fifth-grade students received the benefit of four math levels with the top two offering course work in Pre-Algebra and Algebra. In conjunction with the CCSS, math instruction provides hands-on experiences using manipulatives and real-world problems to nurture conceptual thinking. We balance our instruction between higher-level thinking skills, core concepts and mastery of the basics.

Learning comes alive within social studies and science. From the Chinese New Year celebration, the president reports, the Ellis Island reenactment, the Biography Day parade, the Colonial Fair, and more, students encounter historical and cultural experiences with lasting, first-hand knowledge. They hone their research and presentation skills feeling the empowerment of student-driven social studies topics. These same skills spill over into science as students experiment, present, and collaborate through hands-on learning. Thought-provoking labs and field trips inspire students to investigate different topics. Our science specialist provides explicit instruction to students in grades 3-5. Students can also partake in popular extra-curricular activities including Science Fair and Rocket Club.

Our fine arts and physical education programs motivate students on a whole different level. All students soar through the visual arts program acquiring the basic principles of design as well as an understanding of art history. Our music program promotes an appreciation and music and culture. Multiple concerts and musicals throughout the year showcase both skill and talent along with the choir program and the fifth-grade Beginning Band. The P.E. program warrants a special spot in the additional curriculum area discussed later, but suffice it to say, our students walk out of Brook Forest with a life-long appreciation of fitness and well-being, sportsmanship, teamwork, and the importance of nutrition.

Strong guidance and social work programs provide a unifying thread to promote social and emotional growth. The school-wide PBIS model highlights character building to foster a positive environment based on the 3 R's – being respectful, responsible and ready. Weekly guidance classes emphasize the themes of team building, bullying prevention, acceptance, tolerance, and diversity.

Technology leverages the learning across all subject areas to support instruction. Grades K-3 begin with iPads and shift to laptops in grades 4-5. Students utilize classroom web pages and email accounts, operate SMARTboards, and create a variety of presentations, movies, reports and projects to enhance their knowledge.

The Learning Media Center offers a unique curricular experience to all students. The LMC director, a member of the 2014 Newbery Committee, cultivates the love of reading and educates with extensive knowledge of the current trends in literature. Every instructional unit integrates technology as the walls of the library are brought down on a daily basis. They collaborate via Skype and other online learning networks with students, authors, and illustrators around the world. Award-winning authors personally visit

and share their expertise and insight with a receptive audience of students. A stream of shining stars in children's literature, including Kate DiCamillo, Sharon Creech, Richard Peck, David Wiesner and Kevin Henkes, have inspired our young authors.

Within the confines of our child-centered curriculum, each day is an opportunity for children of all abilities to learn. They are challenged, engaged and supported throughout their tenure at Brook Forest. When they leave, the Brook Forest experience inspires them to be successful 21st century learners.

2. Reading/English:

The ultimate goal of any reading curriculum fosters children who become fluent and proficient lifelong readers. Comprehension is the goal of reading; it is the result of a reader's interaction with text, the reader's application of strategies, and the reading environment. Reading strategies enhance a reader's comprehension and reading level. Providing ample opportunities for students to practice essential reading strategies through independent reading is key. Since ongoing assessment is a natural part of daily instruction, it is a driving force in literacy planning.

This philosophical approach to reading laid the foundation for our current reading instruction. In 2007, a team journeyed to adopt a textbook series fostering best practices in reading and to shift literacy instruction towards the integration of the Daily 5* and CAFE* methods. Specific criteria was established to find a research-based textbook series with strong vocabulary and strategy strands incorporating differentiated guided reading. This adoption became a tool for teachers and students to accomplish the universal goal of creating lifelong readers; subsequently, the staff chose to invest in Daily 5 training to acquire a management system that enables students to achieve sustained independence at explicitly-taught guided reading centers. This student independence allows classroom teachers to instruct flexible guided reading groups three days a week. This type of differentiated literacy instruction aims at the prevention of reading difficulty rather than remediation. Each grade level maintains a 90-minute literacy block to integrate the CAFE model: comprehension, accuracy, fluency, and expanding vocabulary. In 2009, to meet the needs of emergent readers, we acquired Jolly Phonics and Michael Heggerty to provide systematic, intensive direct instruction of phonemic awareness and phonics skills as part of the core curriculum in kindergarten and first grade. Research stresses the importance of intervening early and often to reduce reading difficulties.

To further address school improvement, the faculty embrace a multi-tiered RtI delivery model built on the cornerstone of universal screening and data-based decision making. Grade-level teams meet on a regular basis to analyze data. Each team creates an RtI Instructional Planning Form for every tier to respond to identified student needs. Utilizing the Butler 53 RtI Tiered intervention toolbox, resources are identified to guide our tiered intervention delivery. In 2008, a Reading Lab was established to house leveled books, fluency tools, intervention programming, and professional materials. Teachers use these resources to meet the needs of all learners and to enhance their professional growth.

*Daily 5 and CAFE methods are programs by the Two Sisters, Gail Boushey and Joan Moser.

3. Mathematics:

The staff at Brook Forest is focused on the mission to support all students to reach their maximum potential in mathematics. Students do not ask, "When are we ever going to use this in life?", but they do say, "I understand when I can use this in life and will apply it in this situation." The mathematics curriculum is carefully aligned to the Common Core State Standards. Students enter the classroom with different experiences, knowledge bases and skills mastery. As they enter, the students know it is okay to make mistakes as long as they are thinking, learning, investigating, questioning, sharing and applying. The students feel secure knowing that at times the greatest discoveries are made by mistake. Students and teachers use numerous questioning strategies and techniques to support student thinking.

All students at Brook Forest have an equal opportunity to learn. Differentiation and flexibility occur within the grade level and within each class. In most grades, three or four levels of mathematics are taught. In

each classroom, teachers are able to use guided math to work with small groups to ensure student success. Enrichment opportunities are available in all grades. No matter the grade, level or lesson, the Brook Forest math students are actively engaged and are preparing themselves for success in the 21st century.

Brook Forest teachers use the conceptual approach to support the academic growth of our mathematicians. Lessons are created where students must think about and truly understand the math being used. Primary math students often use concrete objects, such as Unifix cubes, coins, counters, and pictures to help with the understanding of the problems. More advanced students write equations and create tables and graphs. Technology enhances many lessons in mathematics allowing students the opportunity to make connections with the world. All problems solvers learn and practice the strategy of checking for reasonableness and articulate the methods they used to solve the problem. The instructional planning focuses on an in-depth coherence. The spiraling curriculum allows for improved mastery and maintenance with the transfer of prior learning to new tasks. There is a balance of the conceptual understanding and the procedural fluency at all levels of math at Brook Forest. Real-life problems are presented so students can make true connections. The connections are made within the world of mathematics, but also with other subjects and, most importantly, with life skills.

4. Additional Curriculum Area:

The physical education program at Brook Forest School deserves a gold medal. Students learn life-long lessons benefitting their health and well being. At the close of every P.E. class, students discuss the importance of nutrition. Students learn about the government-sponsored nutrition program called MyPlate and learn how to read Nutrition Fact labels. Throughout the year, the teacher unveils various superfoods, and the students learn the foods' nutritional benefits, country of origin, taste and preparation or cooking instructions.

Brook Forest students enthusiastically participate in Nutrition Stars. This daily program encourages students to eat balanced breakfasts, which include lean proteins. Students are to consume a fruit and a vegetable during lunch and minimize or eliminate sweets, fats, soda pop or empty calorie foods. Students receive small awards based on the number of days they meet the criteria. The true success is measured when students choose to share fresh fruit with their classmates as a birthday treat over the usual doughnuts or cookies.

In May, everyone at Brook Forest School enjoys Health and Fitness Week. The students, staff and food vendor pledge to eat and/or provide healthy lunches. Students participate in the Jump Rope for Heart program. Not only have they raised over \$10,000 yearly for the Heart Association, eager students also participate in an obstacle course that is set up to mimic the blood traveling through the cardiac cycle. Local cardiologists assist with this amazing event. The Brook Forest Dolphins join over 7 million school children in ACES (All Children Exercise Simultaneously) to bring awareness to the importance of exercise. This year, a Dolphin Dash Fun Run is added to the agenda of events. At the close of the week, Brook Forest partners with Whole Foods and the PTO for the annual Nutrition Fair. Fruits and vegetables that are not often found in lunch bags or on the dinner table are presented. Students taste the items and learn to appreciate a wide variety of healthy foods. Foods enjoyed by our students include kumquats, blood oranges, pluots, dried figs, beets, black-eyed peas, gooseberries and green smoothies.

On a seasonal basis, the Brook Forest students participate in intramural cross country, basketball and volleyball. Lunch recess offers flag football, softball, Capture the Flag, Mileage Club and cup stacking. The lessons learned and practiced within the confines of the gym, lunchroom, playground or fields support the school's dedication to life-long physical health and well being.

5. Instructional Methods:

For every teacher at Brook Forest, the goal is the same. We want to challenge and support all students to reach their potential in an optimal learning environment. We focus on the individual needs of the whole child and address them with the knowledge and experience of best practice and research in education.

Teachers offer engaging and meaningful activities to stimulate all styles of learning. Real-life simulations, student-driven projects, cross-curricular projects, hands-on experiences, cooperative learning, role playing, interactive textbooks, online learning networks, educational and online games, and use of manipulatives fill each day with the guarantee of learning something new.

Differentiation drives the majority of instruction as veteran teachers strive to maximize the learning of each student. This includes leveled phonics and phonemic awareness, guided level groups in reading and math, leveled readers and novel studies, flexible groupings based on formal and informal assessments, individualized vocabulary and spelling lists, literacy centers utilizing technology, and independent assignments involving technology-based research. Teachers individualize and adjust to the daily needs of all students.

While teachers provide challenging material within the classroom, students who require more receive additional services from our enrichment programs. Beginning in kindergarten through third grade, the younger grades experience supplementation of material in a pull-out language arts and/or math setting. As they move into the upper grades, the enrichment continues but focuses more on the needs of each individualized group, while diving into advanced research and presentation skills. All students in grades 3-5 are offered numerous challenges in the form of national math and vocabulary contests as well as spelling and geography bees.

Teachers recognize that additional support is often needed, and many families have enrolled at Brook Forest because of our inclusion philosophy. We are fortunate to deliver many levels of support including small group instruction, skill-based groups, and modified or accommodated expectations, assignments and assessments. The reading specialist, speech pathologist, social worker and resource teachers play integral roles in our classroom instruction. Seasoned support staff are highly qualified and offer one-to-one assistance in many cases. Progress monitoring four times a year concentrates the effort to provide the appropriate instruction for all levels of learners.

Brook Forest students receive the correct balance of acceleration and support each day. Our dedicated staff works to provide a challenging atmosphere which feels safe and accepting. We will not rest until all students reach their goal.

6. Professional Development:

In 2008, Brook Forest spearheaded professional development to fulfill the federal and state law mandating Response to Intervention (RtI). Vigorous training ensued to identify problem-solving processes, conduct progress monitoring with curriculum-based measures, and deliver research-based interventions. In 2009, continuous staff development grew out of full RtI K-5 implementation, grade-level data meetings, and acquisition of supplemental reading materials to foster greater emphasis on differentiated instruction for all learners. As a result of the RtI Tiered Delivery Model and to further support student and school improvement, the Brook Forest student services team assisted in the development and implementation of district guidelines for LD Eligibility, a structure utilized to deem when a special education case study is necessary. This evolving student-centered learning approach led to greater professional development in the areas of differentiation, academic vocabulary, active engagement, guided reading instruction, assistive technology, and the development of a K-5 Grammar scope and sequence. Professional development of this magnitude has impacted the capacity of teachers to meet the needs of all learners.

Subsequently, district technology initiatives allowed for learning to come alive through the installation of SMARTboards, one-to-one laptops in the intermediate grades and iPads in the primary grades. Throughout these initiatives, the Board of Education continued to provide teachers with training and professional support to develop goals and objectives for implementation of these tools. Staff lend a helping hand to other staff members providing internal professional development to ensure the integration of instructional technology.

An effective professional development program is critical in maintaining quality instruction and use of best

practices to help children achieve their maximum potential. Professional development also plays a key role in providing faculty with the means to affect their own growth and support their individual needs as vibrant, adult learners. In the past five years, four Brook Forest educators pursued additional graduate degrees to foster professional growth, and two teachers currently journey towards becoming National Board Certified. In addition, all educators participate in institute days and conferences which act as vehicles to ensure congruence between professional growth goals and district objectives.

Above all, the newly-implemented evaluation framework guides every teacher to reflect upon the four domains and examine ways to personally grow and develop as an educator. At Brook Forest, we believe that professional growth and development are paramount. We continue to emphasize the importance of planning and preparation involved in every lesson, the classroom environment and its impact on learning, careful thought behind all instruction, and professional responsibilities which take every educator to a higher level of performance through a continuous improvement model.

7. School Leadership

The leadership structure of Brook Forest Elementary can best be described as “small but mighty.” As a two-building district, those in formal leadership roles serve different functions. The Superintendent serves as the Director of Curriculum. The Principal serves as the Director of Special Education. The Assistant Principal is also a full-time, fifth-grade teacher. Although diverse in their experiences, our leaders share a common philosophy that includes collaboration, formative feedback, and data-driven decision making. Together, they are responsible for inspiring other stakeholder groups to live our mission and vision. They serve as instructional leaders helping define and assure state-of-the-art practices in the classroom learning environment, curriculum, assessment, instruction, and technology.

At the district level, our principal works closely with the superintendent, junior high principal, technology director, and buildings and grounds director in a hands-on capacity to lead our building and district-wide initiatives, including curriculum improvements, professional development needs, and building projects. Through the analysis of data, including stakeholder feedback, the District Administrative Team is responsible for making decisions and allocating resources that will have the greatest impact on student achievement. Over the past year, our district has provided professional development to improve teaching and learning, as have begun the process of developing common assessments aligned to our curriculum.

Through shared leadership, our principal works collaboratively with our assistant principal to certify the needs of our students are being met and to assure adequate teacher resources. Brook Forest also relies on teacher leaders to provide meaningful support. Our reading specialist and enrichment teacher are greatly involved in curriculum development and coaching to support best practices. Furthermore, our principal relies on the leadership of our social worker to provide behavioral and social emotional guidance to students and families in crisis.

Some of the most important leadership roles are assumed by our fourth and fifth-grade Student Council Representatives. These students serve the school by making decisions based on feedback from all students. Our student leaders promote school spirit as well as service projects. The service projects range from planting new trees on the school property, raising money for victims of natural disasters, and sending foods and supplies to needy families and soldiers abroad. Giving our older students the responsibility of manning the school store, reading with kindergarten students, and holding school-wide elections is a positive approach to the lifelong learning that is at the heart of the mission and vision of Brook Forest School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 4

Publisher: State of Illinois

Test: ISAT

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	98	100	100	100	100
% Exceeds	55	71	70	54	67
Number of students tested	51	48	37	52	46
Percent of total students tested	100	100	97	98	96
Number of students tested with alternative assessment	0	0	0	1	2
% of students tested with alternative assessment	0	0	0	2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	75	100	100	100	85
% Exceeds	25	50		13	38
Number of students tested	4	4	6	8	13
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	92
% Exceeds	79	89	100	69	75
Number of students tested	19	19	9	16	16
7. American Indian or					

Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	38	61	55	47	59
Number of students tested	21	23	20	32	27
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 5

Publisher: State of Illinois

Test: ISAT

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	94	100	100	96	96
% Exceeds	62	74	44	63	45
Number of students tested	52	39	55	48	56
Percent of total students tested	100	100	98	96	100
Number of students tested with alternative assessment	0	0	1	2	0
% of students tested with alternative assessment	0	0	2	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	67	100	100	80	92
% Exceeds	0	75		10	33
Number of students tested	3	4	7	10	12
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	86	100	53	88	50
Number of students tested	22	10	17	16	16
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	88	100	100	93	97
% Exceeds	46	65	36	48	44
Number of students tested	24	20	33	29	34
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: State of Illinois

Test: ISAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	90	98	100	100	98
% Exceeds	63	77	70	78	63
Number of students tested	41	44	44	40	48
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	33	83	100	100	89
% Exceeds	0	67		71	22
Number of students tested	3	6	4	7	9
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	94
% Exceeds	67	94	71	90	69
Number of students tested	18	16	17	10	16
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	98	100	100	100	100
% Exceeds	80	74	70	78	55
Number of students tested	20	19	19	23	29
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: State of Illinois

Test: ISAT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	86	100	100	98	93
% Exceeds	35	73	63	63	61
Number of students tested	51	48	38	52	46
Percent of total students tested	100	100	100	98	96
Number of students tested with alternative assessment	0	0	0	1	2
% of students tested with alternative assessment	0	0	0	2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	75	100	100	88	85
% Exceeds	0	50		38	38
Number of students tested	4	4	6	8	13
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	95	100	100	100	94
% Exceeds	47	89	80	56	75
Number of students tested	19	19	10	16	16
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	76	100	100	97	93
% Exceeds	24	61	60	66	52
Number of students tested	21	23	20	32	27
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 5

Publisher: State of Illinois

Test: ISAT

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Meets plus % Exceeds	100	100	100	96	96
% Exceeds	58	85	65	63	65
Number of students tested	52	39	55	48	55
Percent of total students tested	100	100	98	96	98
Number of students tested with alternative assessment	0	0	1	2	0
% of students tested with alternative assessment	0	0	2	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
2. Students receiving Special Education					
% Meets plus % Exceeds	100	100	100	80	92
% Exceeds	0	75		10	33
Number of students tested	3	4	7	10	12
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	100	100	100	100	100
% Exceeds	73	90	82	81	73
Number of students tested	22	10	17	16	16
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100	100	100	97	94
% Exceeds	42	90	58	52	64
Number of students tested	24	20	33	29	34
10. Two or More Races identified Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: